

ABA-AFA-13-035

## Identify and be proactive at vulnerable times: primary-secondary transition and mid-year admissions, even changing teaching groups

It is important to support learners with SEND during vulnerable times particularly when changing schools. This can be done through good induction process and procedures prior to the move (building relationships with learner and family), and after the move (through monitoring, meetings, but also through being proactive with new groups (or individual pupils) regarding relationships and conflict.

*These resources from East Sussex Anti-Bullying Team help support working with parents. Straight forward, pragmatic advice.*

### LINK TO RESOURCES



**Contact:** 'The helpful guide for families with disabled children'  
 An excellent resource for parents. Schools should consider ordering this for every parent of a child with SEND

<b>ANTICIPATE</b>		
ANTICIPATE- active support		
<b>QUICK WIN or MEDIUM / LONG TERM?</b>	MT- medium term <b>M/LTG</b>	<b>SOCIAL CONTEXT</b> V- relating to CYP who are being bullied
<b>PHASE</b>	<b>KS2/KS3 transfer</b>	
<b>WHAT YOUNG PEOPLE SAY</b>	Welcome initiatives to support, develop and sustain friendships Welcomed a safe place to go	
<b>WHAT PARENTS SAY</b>	Use active support techniques circle of friends; a buddy system (peer mediators/peer mentors); safe zones, for when a child is distressed or need of support or time alone; communication cards or signals which a child can use in class to let a teacher know if they are upset, feeling stressed or in need of support or time out; supporting children in unstructured time (corridors, playgrounds);	
<b>WHAT RESEARCHERS SAY</b>		
<b>COST RESOURCE</b>	Resources easy to implement as part of transition programme	
<b>RELATED STRATEGIES</b>	USA research into school transition points and bullying behaviours	



For more information on the programme, visit the [Anti-Bullying Alliance](#) information hub. These resources are hosted and developed by [Achievement for All](#)

